Program and Curriculum Mapping

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Choose a Path

DFW Airport
2400 Aviation Drive North, DFW Airport, TX 75261

Dallas World Aquarium
1801 N Griffin St, Dallas, TX 75202
Learning Frameworks/Taxonomies
Student Learning Outcomes

- What should students be able to do upon graduating?
- What knowledge, skills, or abilities should the student demonstrate?
- How will students be able to demonstrate what they learned?
Goals

- What process, service, or experience is the unit providing the university community?
- What support for campus decision making activities is provided?
- What impact is the unit making toward the development, learning, growth, and functionality of the university community?
- What key performance indicators/metrics drive your unit processes?
What is a program map?

A program map is a matrix that visually represents the alignment between program goals and their associated outcomes and the methods through which those outcomes are delivered.
What is a curriculum map?

A curriculum map is a matrix that visually represents the alignment between program student learning outcomes and required courses/experiences.
Mapping – First Thoughts

This is what the students will learn (outcomes)
This is how students will learn it (assignments)
This is how students will demonstrate they learned it (paper, project, presentation)

This is what constituents (university community) get out of the goals
This is how constituents will gain it (processes, services, experiences)
This is how constituents will demonstrate what they gained from it (behavior change, quality improvement)

Suskie, 2015
### Program-Level Student Learning Outcomes

Upon graduation, students will be able to:

1) Critique human behavior and social structure from a sociological perspective.
2) Analyze social issues using sociological theoretical perspectives.
3) Apply research techniques in a sociology-related project with real world implications.
4) Communicate knowledge of sociology through written and oral work.

<table>
<thead>
<tr>
<th>Program Courses</th>
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</thead>
<tbody>
<tr>
<td>Course 100</td>
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<tr>
<td>I</td>
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<td>I</td>
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</tbody>
</table>

**Key**

I = concept related to learning outcome introduced
E = concept related to learning outcome emphasized
R = concept related to learning outcome reinforced
A = concept related to learning outcome assessed
Research Informed:

High Impact Practices

• First-Year Seminars and Experiences
• Learning Communities
• Common Intellectual Experiences
• Diverse/ Global Learning
• Interactions with faculty and peers about substantive matters
• Experiences with diversity
• Periodic, structured opportunities to reflect and integrate learning
• Public demonstration of competence
Research Informed:

Mindsets:
• I belong in this learning community.
• I can change my abilities through effort.
• I can succeed.
• This work has value and purpose for me.
Research Informed:

Student engagement is key:

A national study conducted in 2008 showed that higher levels of engagement in a variety of curricular and cocurricular activities significantly contribute to cumulative GPA and students’ perception of the overall academic experience.
### First-Year TRAC Program Goals

As a result of participation or interaction with the Support Unit’s processes, services, or experiences:

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Program Delivery Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Increase retention</td>
<td>X</td>
</tr>
<tr>
<td>2) Reduce time to degree</td>
<td>X</td>
</tr>
<tr>
<td>3) Satisfaction with campus experience</td>
<td>X</td>
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<tr>
<td>4) Disseminate knowledge about campus resources</td>
<td>X</td>
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<tr>
<td>5) Provide a common intellectual experience</td>
<td>X</td>
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<tr>
<td>6) Public demonstration of competence</td>
<td>X</td>
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<tr>
<td>7) Provide opportunities for interactions with faculty and peers about substantive matters</td>
<td>X</td>
</tr>
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</table>

**Program Delivery Methods**

- Mentor Group
- Signature Course
- First Year TRAC Programming
- Common Read
- Overall
Creating a Map

1. Add all program learning outcomes/goals* to the matrix

<table>
<thead>
<tr>
<th>Program-Level Student Learning Outcomes:</th>
<th>Add course</th>
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<th>Add course</th>
<th>Add course</th>
<th>Add course</th>
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<tbody>
<tr>
<td>Upon graduation, students will be able to:</td>
<td>Add learning outcome</td>
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</table>

*Goals here may also include sub-goals or objectives as well as desired outcomes of unit actions.
Creating a Map

2. **Add core program courses/key program delivery methods to the matrix**

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<td>Add learning outcome</td>
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Creating a Map

3. Indicate where student learning outcomes/program goals are delivered and/or assessed

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<td>x</td>
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<td>x</td>
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<td>x</td>
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Activity
Analyzing the Maps

- Every outcome delivered
- Multiple delivery methods utilized
- Delivery methods focused and simple
- Research-informed strategies utilized

Suskie, 2015
Benefits of Mapping

For Faculty
- Improves understanding of curriculum fit
- Helps course sequencing
- Reveals strengths, gaps, redundancies
- Leads to effective assessment

For Staff
- Assures quality services
- Justifies resources
- Demonstrates how events compliment academic experiences
Best Practices in Mapping

Map should reflect consensus and involvement from multiple faculty/staff

Publish map to faculty and students/constituents (university community)

Mapping allows for justification of courses and delivery methods by directly relating them to student learning outcomes and goals

Consider whether the program is trying to do too much and eliminate outcomes/goals that are not highly valued

Map should be revisited during the assessment cycle
Mapping Resources

National Institute for Learning Outcomes Assessment
Making Learning Outcomes Usable & Transparent

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Student Success Efforts: Student, Faculty and Employer Perspectives on the Use of APRS/STARS in Assessing the Development of Essential Employability Skills

New! New! New!

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Features Research Article

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- How to Write a Proposal
- What Not to Report
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Mapping as a Tool For Assessment

Assessment Planning
- Check alignment between curriculum and student learning outcomes/program processes-services-experiences and goals
- Determine where to embed assessments

Assessment Results Analysis
- Identify factors influencing achievement of outcomes/goals
- Determine where to recommend modifications to curriculum or pedagogy/processes-services-experiences
Who is the Lucky Winner?
Questions?